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ABSTRACT

This document contains an instructional booklet on responsibility for use by social studies classroom teachers in grades two and three as they develop and implement a law-related education program. It also contains spiritmaster handouts for use by students. Objectives of the unit include helping primary age children clarify their feelings and beliefs about responsibilities, recognize examples of responsible behavior and the consequences of irresponsible behavior, and to assess the degree to which they accept responsibility. The unit is presented in 11 lessons. Titles are, Are You Able? At what Age? Whose Responsibility is it? What are Some of My Responsibilities? Rules and Responsibilities at school. Parents Have Responsibilities, Too! Responsibilities of Others in the Community; How Do You Feel About Responsibility? Who is Being More Responsible? What if People Didn't Follow Rules? and How Responsible Am I? Students are involved in a variety of activities, including stating reasons for ability or inability to accept specified responsibilities, explaining why people are given different responsibilities, writing paragraphs about responsibilities one is able to fulfill, drawing pictures of responsibilities one is or is not able to fulfill, coloring and cutting out pictures of children being able to perform tasks responsibly at various ages, describing skills necessary to perform a variety of jobs at home and at school, and listing activities in various areas, such as health, safety, property, and getting along with others. For each lesson, information is presented on overview, objectives, procedures, activities, and handouts. Handouts which accompany the lessons include matching exercises, word puzzles, fill-in-the blanks exercises, stories and cartoons illustrating responsibilities, and lists of responsibilities which apply to various situations. (DB)

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RESPONSIBILITY AND YOU

A Law-Related Instructional Unit for Children in Grades 2 and 3

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RESPONSIBILITY AND YOU:
AN INSTRUCTIONAL UNIT FOR PRIMARY AGE CHILDREN

Rationale

We live in a society heavily influenced by and dependent upon law. From the time of our birth to the time of our death, laws have a significant impact upon our lives. Laws not only help us to know what rights and responsibilities we have as citizens of the United States. They also establish parameters for individual and group behavior. In so doing, laws help to define the responsibilities of citizenship.

In the world of the child, rules play an important role. In many ways, it is a role analogous to that which laws play in the world of the adult. A knowledge of the nature and purposes of law and a willingness to shape one's behavior in accordance with law are essential for effective citizenship in the world of the adult. So, too, are a knowledge of the nature and purposes of rules and a willingness to shape one's behavior in accordance with rules essential for effective citizenship in the world of the child.

As children mature, they acquire an increasing number of responsibilities. In the process of learning to adjust from the home to the school and the community environments, children need to become aware of the nature and importance of these responsibilities, of how and why they are acquired, and of the possible consequences of not assuming them. Thus, the recognition and acceptance of rules and responsibilities are important elements in the socialization of children.

The elementary school has long been recognized as contributing significantly to this important socialization process. Not only does the elementary school play an important role in helping children to understand, accept, obey and deal successfully with a variety of rules and laws, it also plays an important and analogous role with respect to responsibilities. Such a role has deep roots in our American education system. It is a role that is consistent with some of our most basic and widely accepted educational goals.

Designed primarily for use with second and third grade students, **Responsibility and You** provides a carefully sequenced series of learning activities to facilitate student understanding of the nature, purpose and characteristics of responsibility. As a result of participating in these learning activities, the primary school child should be able to understand better the relationship between rules, laws and responsibilities, be more capable of dealing with the rules, laws and responsibilities that prevail in his/her world, and be better prepared to deal effectively with the rules, laws and responsibilities that he/she will encounter when entering the world of the adult.

Responsibility and You offers a rich variety of learning activities that foster an understanding and the development of important knowledge, attitudes and skills. These goals are described below.

A. Knowledge Goals

At the conclusion of this unit, each student will be able to:

1. state his/her beliefs about the nature and importance of responsibility and support those beliefs with specific reasons;
2. identify at least three areas where responsibilities are found (e.g., at home; at school; in the community) and state at least two examples of each;
3. recognize that and explain why people may have different responsibilities in different homes, in different areas of the school, and in different community occupations;
4. distinguish between responsibilities to self and responsibilities to others and cite at least two examples of each;
5. differentiate between responsible behavior and irresponsible behavior in given situations;
6. describe the nature and importance of assuming responsibilities in the home, at school and in the community;
7. describe how rules help him/her to know his/her responsibilities; and,
8. tell how rules encourage responsible behavior.

B. Attitude Goals

At the conclusion of this unit, each student will be able to:

1. accept responsibility as necessary to guide his/her behavior at home, at school, and in the community;
2. accept the notion that not all children of the same age have, or should have, the same responsibilities;
3. accept differences in the opinions of others about responsibility;
4. indicate an interest in responsibility by participating effectively in class discussions and class activities related to responsibility;
5. affirm a willingness to use rules to guide his/her behavior in given situations; and,
6. show his/her appreciation of responsibility by accepting and carrying out specific responsibilities at home and at school

C. Skill Goals

At the conclusion of this unit, each student will be able to:

1. observe and describe specific situations involving responsibility at home, at school, and in the community;
2. classify responsibilities as responsibilities to self and responsibilities to others;

3. predict likely consequences of failing to fulfill one's responsibility in given situations;
4. formulate hypotheses concerning the necessity for assuming responsibility in given situations;
5. predict the approximate age at which specified responsibilities are generally expected; and,
6. propose a plan to become more responsible at home and at school.

General Description

Responsibility and You consists of a series of carefully sequenced learning activities designed to help second and third grade students become more aware of the nature of responsibility and more willing to accept responsibility in their daily lives. More specifically, it provides opportunities for primary age children to clarify their feelings and beliefs about responsibilities they, their parents and members of their community have, to recognize examples of responsible behavior and the consequences of irresponsible behavior, and to assess the degree to which they themselves accept responsibility.

The unit is divided into eleven separate lessons. The nature of each lesson is described in summary fashion in an overview and the objectives are specified in behavioral terms. Handouts form the basis of each lesson and are printed on master dittos to enable the teacher to duplicate as many copies as are needed for a specific group of students. Procedures for each lesson are provided with sufficient detail to enable a teacher to use them effectively. In addition, a series of supplementary activities are included under the heading, "Enrichment Activities." The enrichment activities provide additional opportunities for expanding each lesson. Although designed for optional use, it is strongly recommended that the enrichment activities be carefully considered in light of individual lesson objectives and student needs and interests. These activities are designed to play integral parts in concept development rather than to serve merely as additional add-on activities. Most lessons should take approximately thirty minutes to complete. However, time requirements for each lesson will vary depending upon the nature of the lesson, student abilities and interests, and the extent to which enrichment activities are used.

Responsibility and You may be used in one of several ways. One way is to use it as a mini-unit, with each lesson taught on consecutive days. This approach is likely to require three weeks of daily instruction, assuming that each lesson constitutes a day's work and that several enrichment activities will be selected and used.

A second way of using **Responsibility and You** is to divide it into three sub-units and teach each sub-unit between other instructional

units. For example, one sub-unit could introduce students to the nature of responsibility through the use of lessons one and two and several of the enrichment activities suggested for use with these lessons. A second sub-unit could focus on the kinds of responsibilities children, their parents, and others in their community have. Lessons three through seven, with selected enrichment activities suggested for each lesson, could be used for this purpose. A third sub-unit could consist of those lessons designed to have students assess instances of responsible behavior, consequences of irresponsible behavior, and the extent to which the students accept their own responsibilities. Lessons eight through eleven, with selected enrichment activities, are suggested for this purpose.

The three sub-unit approach would permit greater flexibility than the mini-unit approach. More enrichment activities could be used and students could engage in more involved activities, including on-going, long-range projects. In addition, the three sub-unit approach would permit reinforcement of important concepts and important skills at various times during the school year and would require a less dramatic alteration of traditional curriculum patterns and requirements. Each sub-unit could be taught in a minimum of five-day segments, not necessarily consecutive, requiring a minimum of fifteen days of instruction for completion.

A third approach is to expand **Responsibility and You** into a major curriculum unit. Greater depth could be obtained with extensive use of the enrichment activities suggested for each lesson. In addition, this approach would permit greater attention to the interdisciplinary nature of the unit. Although **Responsibility and You** is likely to be considered a social studies unit and taught within the framework established for social studies instruction, many of the lessons and enrichment activities complement the instructional goals of other subject areas, especially those of language arts and art. Approximately four to eight weeks would be required for teaching **Responsibility and You** as a major instructional unit.

Responsibility and You is designed to be taught effectively using any one of these three approaches and with each approach, to give the teacher the opportunity to tailor instructional activities to the needs, interests and abilities of the class. However, regardless of the approach selected, it is strongly recommended that the conceptual sequence be followed.

Another special feature of **Responsibility and You** is a format which permits each student to prepare and keep his/her own individualized booklet on responsibility. Students may collect handouts and other enrichment activity materials and use them for this purpose.

Assessment of Student Performance

Responsibility and You provides many opportunities for evaluating student performance, both formally and informally. Objectives for the unit and for individual lessons are specified to aid the teacher in assessing pupil achievement.

Informal assessment of student performance through teacher observation of student participation in class discussions and other learning activities should be conducted on a continuous basis. The development of checklists and rating scales to measure student attainment of specific knowledge, attitude and skill objectives may be combined successfully with anecdotal records to provide cumulative evaluative information relating to student performance.

Formal assessment of student performance should also be conducted. Lessons are well-suited to this purpose. Teachers are encouraged to use specified objectives and lesson content to develop appropriate evaluation procedures.

By using both formal and informal evaluation, the teacher should be able to effectively assess the extent to which the objectives specified for the unit and for individual lessons have been achieved.

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LESSON ONE: Are You Able?

Overview

Children, as well as adults, have responsibilities. The nature of their responsibilities vary. Not every child is expected to accept the same responsibilities. Older children are generally accountable for a wider range of responsibilities than younger ones and, even at the same age, children from different backgrounds and families may be held responsibile for different tasks.

Lesson One uses a forced choice activity to help students clarify the range of responsibilities required of the children in the class. In subsequent discussion, students identify possible reasons to account for these variations.

Objectives

At the completion of this lesson, the student should be able to:

1. name several responsibilities he/she is capable of accepting;
2. state a reason for his/her ability or inability to accept specified responsibilities; and,
3. construct several inferences to explain why different people may be given different responsibilities.

Suggested Procedures

1. Distribute a copy of Handout One to each student.
2. Read aloud the directions on the handout (or have a student do this) while the members of the class follow along silently.
3. Read each statement aloud (or call upon individual students to do this). Pause after each statement to give students sufficient time to make their selection before the next statement is read.
4. After all of the statements have been read and students have marked their choices, use a show of hands to tally their responses. Record and then discuss item as the tally is taken.
5. Encourage students to tell why they are or are not able to do these things. Assist students in identifying factors that may cause differing responses such as:
   a. where one lives (e.g., in a house or in an apartment; within or outside of city limits);
   b. one's position in the family (e.g., oldest, youngest, or only child in the family);
   c. special circumstances (e.g., single parent, working parents, or one parent working and one parent at home; may or may not have a dog).

6. Reproduce the statements on chart paper. Record class tally for each statement. Display the chart in a prominent place in the room.

Enrichment Activities

1. **Writing Activity.** Using the list provided in Handout One, ask each child to select one of the things he/she is able to do. Have each child then write a short paragraph explaining why he/she is able to do this. As a variation of this activity, have each child select one of the items from the list that he/she is not able to do and write a short paragraph explaining why he/she is not able to do this.
2. **Art Activity.** Ask each child to select and draw a picture of one of the things he/she is able to do from the list provided in Handout One. Then have each child title the picture he/she had drawn. Collect all pictures and use them for a bulletin board display headed by a title such as "I Am Able To . . ." or "Things We Can Do."
3. **Compare and Contrast Activity.** Provide opportunities for the class to compare and contrast what they are able to do with what children in different circumstances are (or were) able to do. Use one or more of the following:
   a. compare children who live in an urban environment with children who live in a rural environment;
   b. compare children who live in the United States with children who live in other nations (use countries studied as part of the school's social studies curriculum); and/or,
   c. compare children today with children who lived in different historical periods, such as Pilgrim children or Pioneer children.

HANDOUT ONE: Are You Able?

You want to do something. But your mother, your father, or someone else says you can't do it. Has this ever happened to you?

We can't always do what we want. Yet sometimes we feel that we should. Below is a list of things some children are able to do. How many of them are you able to do? Circle "Yes" next to each of the things you are able to do. Circle "No" next to each of the things you are not able to do.

WHAT ARE YOU ABLE TO DO?

Yes No 1. I can dress myself in the morning.

Yes No 2. I can decide what time to go to bed.

Yes No 3. I can go to the park or playground by myself.

Yes No 4. I can decide which television programs to watch.

Yes No 5. I can stay alone when my parents go out at night.

Yes No 6. I can go to the store by myself.

Yes No 7. I can ride my bicycle to my friend's house.

Yes No 8. I can take the dog for a walk.

Yes No 9. I can make my own lunch.

Yes No 10. I can go downtown on the bus by myself.

LESSON TWO: At What Age?

Overview

As children become older, they generally are given additional responsibilities. In Lesson Two, students use a picture of children representing different age groups to explore the relationship of age and maturity to responsibility. The lesson develops the notion that "as we grow up, more will be expected of us" and reiterates the point made in the previous lesson that not everyone of the same age will be responsible for the same things. [Note: For this lesson, you will need to provide students with crayons, scissors, tape and either popsicle sticks or small pieces of heavy cardboard.]

Objectives

At the completion of this lesson, the student should be able to:

1. hypothesize, when given a list of specific behaviors, an approximate age at which children should be expected to be responsible enough to engage in each of these behaviors;
2. suggest several reasons for permitting older children to accept more responsibilities than younger children;
3. accept and tell why children of the same age may not be given the same responsibilities; and,
4. demonstrate acceptance of the notion that accepting responsibility is a part of "growing up."

Suggested Procedures

1. Give each student a copy of Handout Two.
2. Instruct the students to color each picture and then cut them out along the lines of the respective geometric shapes. [Note: The triangular, oval, and rectangular shapes are designed to enhance teacher and student recognition.]
3. Have every student paste or tape each of the three pictures on a separate popsicle stick or piece of heavy cardboard.
4. Introduce the activity by telling the children: "We have talked about things that some children can do. Do you remember? We found out that not all of us could do all of those things. But some of us felt we should be able to do them. Today we are going to talk about some other things that some children can do. This time I want you to tell when you think children should be able to do them."
5. Give the following instructions to the class: "Each of you has colored and cut out pictures of three children. One picture is of a young child about three years old. Find it and hold it up. (Check to

see if all students are holding up the picture of the child inside the triangle.) Another picture is of a child about your age. Find it and hold it up. (Check to see that all students are holding up the picture of the child inside the oval.) The third picture is of a high school age child. Find it and hold it up. (Check to see that all students are holding up the picture of the child inside the rectangle.)

"I am going to read different things that some children are able to do. After I read each one, I will ask you to hold up the picture of these three children if you feel they should be able to do this. For some of these things, you may wish to hold up more than one picture.

"For example, if I said, 'Who should be able to go to the movies alone?', you would:

a. Hold up the picture of the child in the triangle if you feel that a 3 year old should be able to do this;

b. Hold up the picture of the child in the oval if you feel a child your age should be able to do this;

c. Hold up the picture of the child in the rectangle if you feel a high school age child should be able to do this.

d. If you feel that two of these children are old enough to do this, hold both of their pictures up.

e. If you feel that all three of these children are old enough to do this, hold up all three pictures."

(Repeat the statement, "Who should be able to go to the movies alone?" Have students hold up the picture or pictures to show which age children should be able to do this.)

6. Read the following statements to the class. Write the item on the chalkboard and tally student responses. Discuss each item after the tally is taken, asking students to tell why they feel the child (or children) they have chosen should be able to do this.

"Who should be able to:

a. Play outside at home alone?

b. Work at a store?

c. Make a telephone call to a friend?

d. Pick up toys and games?

e. Drive a car?

f. Go shopping alone?

g. Use crayons?

h. Use matches to light a fire?

i. Write a thank-you note for a gift?

j. Babysit for other children?

k. Use a sharp knife?

l. Decide on which kind of breakfast cereal to buy?

7. After all of the above statements have been discussed, ask students to tell examples of how age is used to determine when people are about to do certain things (e.g., vote; drive a car; go to school; get married).

8. Explore student feelings about the importance of age in deciding when a person is able to do certain things, raising such issues as why age is important (e.g., might know more; might be physically more capable; might be able to make better decisions) and whether age is or is not a reliable consideration.

Enrichment Activities

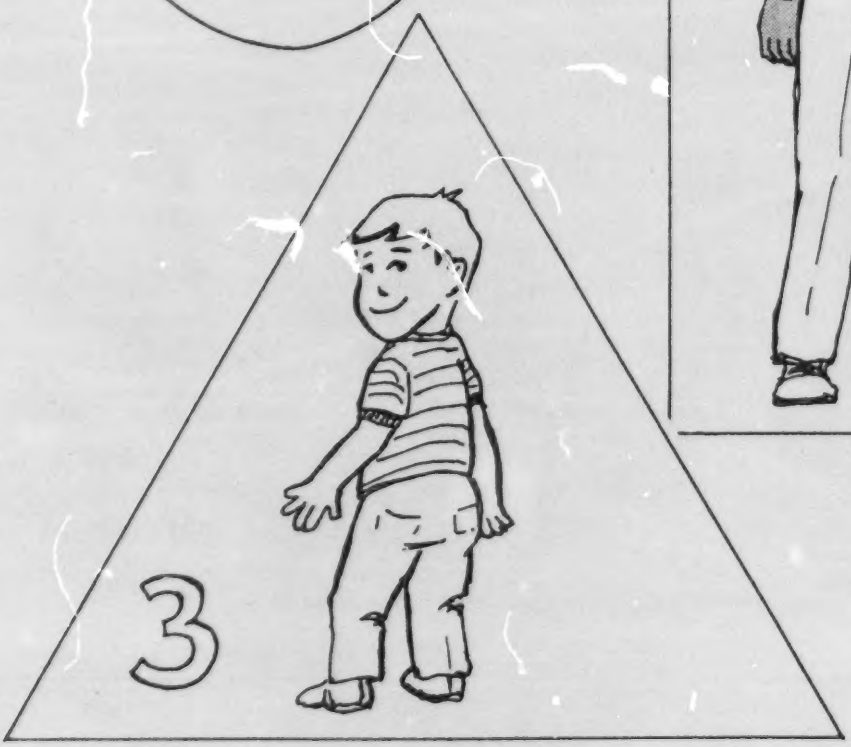
1. **Survey/Data Collection Activity.** In cooperation with a fifth-grade or sixth-grade teacher, arrange to have his/her class respond to the items used in this lesson. Prepare sufficient copies of the items, employing a "yes" and "no" format. Tally the results. Share the results of the survey with your class. Discuss.

2. **Art Activity.** Divide the class into a number of different groups. Give each group a copy of one of the pictures used in Lesson Two—that of a three-year-old; that of an eight-year-old; and, that of a teenager. Tell the children to draw (or collect magazine pictures depicting) the things discussed in the lesson that they feel that person is able to do. Encourage children to add other kinds of activities in addition to those previously discussed. Each group should paste the picture given to it in the middle of a large piece of butcher paper or newsprint. Have children in the group place the pictures they have drawn (or found) around it. Display these murals on a bulletin board on a wall in the classroom. Discuss each, emphasizing that not all children of this age will likely be able to do all of the things shown in the pictures.

3. **Writing Activity.** After completing the lesson, ask each child to choose the age group which he/she would most like to be and then write a short story telling why. Survey the class to discover which age group was chosen most frequently. Discuss reasons given by students for their selections.

4. **Art Activity.** Have students (or the teacher) find pictures in magazines which show children accepting or carrying out various responsibilities. Use an opaque projector to show each of the pictures to the class. After each picture is shown, ask the class to predict the age of the child in the picture. Then ask the class to tell if they are or are not able to do this and why.

HANDOUT TWO: At What Age?



LESSON THREE: Whose Responsibility Is It?

Overview

Families, and groups in general, function more effectively when all members accept their responsibilities. In Lesson Three, students complete a chart to assess the way in which responsibility for common household tasks is assumed in their respective homes. The lesson is designed to help students understand that responsibilities around the home are shared by family members, that the person responsible for a specific task may vary among families, and that specific skills may be necessary before some responsibilities can be accepted.

Objectives

At the completion of this lesson, the student should be able to:

1. identify the person or persons responsible for specific tasks in his/her home;
2. describe the skills necessary to perform a variety of jobs in the home;
3. demonstrate a willingness to accept responsibility for "home-tasks" for which he/she has the necessary capabilities; and,
4. formulate a hypothesis to explain the distribution of responsibilities within his/her home.

Suggested Procedures

1. Give a copy of Handout Three to each student.
2. Read the directions aloud and use an example to illustrate the nature of the task. Point out that household tasks are often shared by family members. [Note: Use of a transparency of the chart given in Handout Three is recommended for this purpose. This would permit the teacher to list the family members in his/her own home or in a hypothetical home and show how responsibility for home tasks is divided.]
3. Provide ample time for students to complete the chart. Then have students compare and contrast their responses. Delve into such areas as:
   a. Which household jobs are most likely to be done by one person? What skills are needed to do these jobs? Who does them? Why?
   b. Which household jobs are most likely to be shared? What skills are needed to do these jobs? Who does them? Why?
   c. Is it better to divide household jobs or to expect one person to do them? Why?

d. What are some reasons why some family members are not expected to do certain jobs? How do you feel about this?

4. Discuss the kinds of jobs that the students have in their home. Look for similarities and differences. Ask students to suggest reasons why these jobs may be appropriate for them.

Enrichment Activities

1. **Personal Responsibility Inventory.** Prepare the master of a chart to help children become more aware of the responsibilities they have in their home. Arrange it in a manner similar to that shown below. Have each child write in his/her own responsibilities in the spaces provided, adding one or two additional responsibilities that they would like to have. Ask children to take the chart home with them on Friday and bring it back a week from the next Monday. On a daily basis, children are to put an "X" to indicate the responsibility has been met or an "O" to indicate that it has not. When children bring the completed charts from home, discuss what happened during the week and what the children discovered about themselves and their classmates.

My Responsibilities	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.

2. **Charades.** Write a number of different home tasks on individual slips of paper. Permit some students to pull slips from a bag. Have the child act out the task written on the slip of paper he obtained. Ask other students to guess what the child is doing. Let the child who guesses what is being acted out tell who is responsible for performing that task in his/her home. Identify other persons who might be responsible for this task in the homes of other children in the class.

3. **Art Activity.** Divide the class into various groups. Assign each group one member of a hypothetical family that has a father, a mother, an older brother (and/or sister), and a baby. Tell one person in each group to draw a picture of the family member assigned to the group on a piece of butcher paper or newsprint.

Then have the other members of the group print the different responsibilities that that person might have. Assemble all pictures and display them on a wall. Discuss the kinds of responsibilities listed. Encourage the class to compare the type and amount of responsibilities specified for each family member.

As a variation of this activity, have each group print the name of the family member assigned in large letters in the center of a piece of butcher paper or newsprint. Then have the children draw pictures to illustrate the different responsibilities this family member might have. Paste the pictures around the family member's name. Display and discuss as shown above.

HANDOUT THREE: Whose Responsibility Is It?

There are many jobs to do in the home. Here are some common ones. Who does each of these jobs in your home?

Write the names of each member of your family in the chart below. Put an "X" next to each person's name to show the jobs they do in your home.

Names of the People in my family	Setting the table	Fixing meals	Cleaning house	Making my bed	Putting toys away	Washing the car	Caring for pets

LESSON FOUR: What Are Some of My Responsibilities?

Overview

People have responsibilities to themselves and to others. Children need to recognize the importance of accepting responsibilities related to their own health, safety, and property. In addition, they need to become aware that there are other responsibilities that, when accepted, make it easier for them to get along with others. In Lesson Four, students identify some of the responsibilities they have in each of these areas. The lesson is designed to increase student awareness of their responsibilities and their willingness to accept them.

Objectives

At the completion of this lesson, the student should be able to:

1. classify given responsibilities as a "responsibility to myself," or a "responsibility to others"; and,
2. name at least one responsibility he/she has in each of the following areas: health, safety, property and getting along with others.

Suggested Procedures

1. Pass out a copy of Handout Four to each student.
2. Instruct students to read (or real aloud) the introductory material at the top of Handout Four. Explain the four categories and discuss the responsibilities included under each.
3. Have children suggest other responsibilities to add to each category. Point out that responsibilities do not always involve a task or job (e.g., keep a secret.) [Note: This may be done orally in a large group, or small group setting or in written form as individual seat work.]
4. Write the four categories on the chalkboard and list responsibilities suggested by students under each. Discuss student responses. Ask students to distinguish between those which describe responsibilities to self and those which describe responsibilities to others.
5. Following discussion, tell students to select one or two of the additional responsibilities suggested for each category and write them in the spaces provided on Handout Four. [Note: If students have written suggestions on the handout earlier, the teacher may wish to give each student another copy of it for this purpose.]
6. Ask students to consider if responsibilities could or should vary in different environments or circumstances (e.g., home; friend's home; school; movie theater; sporting event; school day; vacation day; holiday).

Enrichment Activities

1. **Using Photographs.** Take photographs of each child in the class fulfilling one of his/her responsibilities (e.g., brushing teeth, waiting a turn in line, putting away toys and games). Display the pictures on a bulletin board with appropriate captions beneath each picture (e.g., Susan waits her turn in line). Group the pictures into the four categories used in the lesson (i.e., health, safety, property, and getting along with others) and arrange the pictures within each group in a circular pattern around the respective category heading. For added emphasis, connect the picture to the appropriate heading with a piece of yarn. An example is provided below.

WE MEET OUR RESPONSIBILITIES

FOR SAFETY FOR HEALTH FOR PROPERTY

FOR GETTING ALONG
WITH OTHERS

2. **Role Play Activity.** Use student volunteers to role play situations involving personal responsibilities such as those given below:
   a. Two young children are playing with matches in your neighbor's yard. Another child walks by and sees them. Show what each of these three children would say and do.
   b. Your sister is carrying her Tinker Toys to her room upstairs. Several large pieces drop on the stairs. You see this happen. Show what each of the children would say and do.
   c. Sally tells Fred about a surprise birthday party she plans to give Mary. He promises to keep it a secret. But when Fred sees Mary, he tells her about the surprise party. Show what you think Mary, Fred and Sally would do.
3. **Writing Activity.** Have students write a short paragraph completing an unfinished sentence about responsibility. Examples include, "It is important to brush my teeth because . . . " "If I don't put my toys and games away, then . . . " "When I am at my friend's house, I . . . " Divide the class into small groups and have the children in each group share what they have written.

HANDOUT FOUR: What Are Some of My Responsibilities?

Some of our responsibilities include doing jobs at home. But we have more responsibilities than this. We have other responsibilities to ourselves and to others.

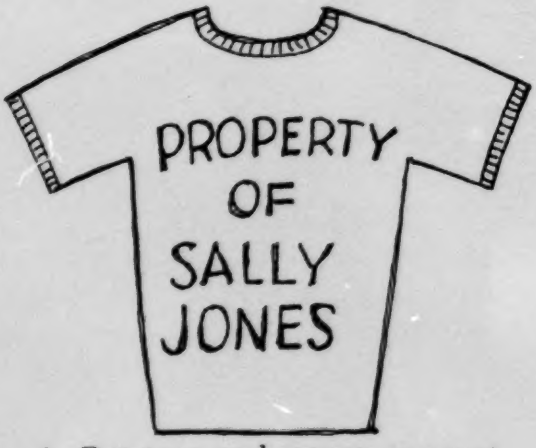
Listed below are some of the other responsibilities we have. Add to each of the four groups at least one responsibility that you have.

1. Brush your teeth.
2. Dress warmly in cold weather.

_____
_____
_____

1. Don't play with knives or guns.
2. Follow traffic rules when riding your bike.

_____
_____
_____



1. Put toys and games away at school.
2. Hang up your clothes.

_____
_____
_____

1. Wait your turn in line.
2. Keep a secret.

_____
_____
_____

LESSON FIVE: Rules And Responsibilities At School

Overview

School is a more pleasant place when everyone acts in a responsible manner. However, responsible behavior varies throughout the school; behaviors which are appropriate on the playground may be irresponsible acts in the lunchroom. Lesson Five enables students to identify responsible behaviors for different parts of the school building. More importantly, it develops the notion that responsible behavior can vary from place to place and time to time and that school rules can help clarify responsibilities.

Objectives

At the completion of this lesson, the student should be able to:

1. state at least one rule for each of five specific school areas.
2. tell how responsible behavior varies within different areas of the school.
3. describe how rules help one to know his/her responsibilities.

Suggested Procedures

1. Distribute a copy of Handout Five to each student.
2. Assign one of the five areas of the school depicted in Handout Five to a row or group of students. Instruct the students to individually identify responsibilities they have in each area of the school assigned. Tell students to write the responsibilities they identify on the back of the handout or on a separate piece of paper.
3. Write headings of the five school areas on different places of the chalkboard. When students complete their task, initiate a large group discussion of these five areas of the school. As each area is considered, call on students assigned that area to tell the responsibilities they have identified. Write these on the chalkboard below the respective headings. When all suggestions have been received from the students in the group assigned to that area, permit other students in the class to supplement the list with additional responsibilities.
4. After the responsibilities for a given area have been listed on the chalkboard, ask students to consider how they and others become aware of these responsibilities. What helps them to know what their responsibilities are in the respective areas of the school? Discuss how rules are used for this purpose.
5. Encourage students to identify specific rules that help students to know what their responsibilities are. Write these on the chalkboard next to the appropriate responsibilities. (For example,

responsibilities for one's own and others' safety and for getting along with others might lead to such playground rules as "don't throw stones" and "no fighting.")

6. At this point, you may wish to have students consider how responsible behavior can vary according to the area of the school. For example, running while playing a game on the playground might be responsible behavior, but running in the hallway would not. [Note: You may also wish to discuss the kinds of rules and responsibilities and their importance in different areas of the school. For example, safety rules might be most important on the playground, health rules in the cafeteria, and getting-along-with-others rules in the library.]
7. As a concluding activity, have students color each picture in the handout. Then instruct each student to select a rule he/she feels is most important for the lunchroom and write it (or copy it from the chalkboard) below the appropriate picture. Repeat for all five areas. [Note: If desired, you may wish to have students cut out each picture and place it on a separate piece of paper. Then have them make two lists below the pictures—one list labeled "My Responsibilities Here" and the other "School Rules". Write (or copy from the chalkboard) several entries for each list.]

Enrichment Activities

1. **Interview/Data Collection Activity.** Assign small groups of students to interview a variety of school-related persons. Suggestions include the librarian, the bus driver, the crossing guard, the physical education teacher, the playground teacher or aide, the principal, the janitor, and the lunchroom supervisor. Have students ask the person they are assigned to interview to describe some of the responsibilities that he/she has and then to tell some of the responsibilties that children have in the area of school for which he/she is responsible. Let each group report its findings to the class.
2. **Art Activity.** Give each child a large piece of drawing paper. Instruct the children to fold the paper in half. On one side of the paper, tell them to draw a picture of a child acting responsibly in one area of the school. On the other side, tell them to draw a picture of a child acting irresponsibly in this area of the school. Have children label both pictures. Collect the pictures and use some or all of them in a bulletin board display in the classroom or in the hallway. As a variation of this activity, children could be asked to draw a picture on one side of the paper of a child acting responsibly in one area of the school and then draw a picture on the other side of the paper showing an area of the school this behavior would be considered inappropriate. Label, discuss and display these pictures.

3. **Using Photographs.** Take photographs of each child in the class acting in a responsible way in one of the areas of the school. Display the photographs on a bulletin board with appropriate captions beneath each picture (e.g., Sammy sits in his seat on the bus). For added value, use yarn to make an outline of the school. Place captioned pictures in their respective areas, thus providing examples of specific responsibilities students have in different areas of the school.

HANDOUT FIVE: Rules and Responsibilities At School.

We have many responsibilities at school. Rules help us to know what these responsibilities are. Here are pictures which show different areas of the school. Look at them and think of the responsibilities you have in each of these areas of the school. How do school rules help you to know what your responsibilities are?

LESSON SIX: Parents Have Responsibilities, Too!

Overview

Children tend to view responsibilities and rules as a burden for the young. They often experience difficulty in understanding that adults, too, must meet certain responsibilities.

In Lesson Six, students select pictures from magazines that depict a range of parental responsibilities related to several specified areas. A special feature of the lesson is the opportunity it offers for the teacher to interact with individual students on a one-to-one basis when discussing parental responsibilities. The lesson is designed to increase student awareness and understanding of the variety of responsibilities accepted by adult family members. [Note: For this lesson, you will need to provide students with magazines, scissors, paste, construction paper and crayons.]

Objectives

At the completion of this lesson, the student should be able to:

1. name at least one responsibility that adult members of the family accept in the areas of home, work, car (transportation), and family care.
2. describe how a selected picture represents a specific adult responsibility.
3. select a picture from a magazine which exemplifies a specified adult responsibility.

Suggested Procedures

1. Pass out a copy of Handout Six to each student.
2. Point out that parents, like children, have responsibilities, too. Briefly discuss each of the four areas pictured on the handout. Call on volunteers to name a few of the responsibilities parents may have in connection with each of the four areas, such as:
   a. Home—cleaning, painting, raking and mowing.
   b. Car—obey traffic rules; wash car; repair car.
   c. Work—be on time; do one's work; responsibilities associated with specific jobs.
   d. Family—sending children to school; buying clothes; bathing children.
3. Let students color each of the four pictures on the handout. Then have them cut out each picture and paste it on separate sheets of colored construction paper.

4. Let each child select a magazine. Inform students that they are to find four pictures of a parent (or adult) carrying out a responsibility, one picture for each of the four areas shown on the handout. [Note: If sufficient magazines are not available, have students draw pictures to illustrate parental responsibilities.] After selecting an appropriate picture, the student should paste it on the piece of construction paper beneath one of the four handout pictures. [Note: To adjust for individual differences, permit some students to include more than one picture for each category.]
5. In addition, assign each student the task of finding one additional picture showing a parent (or adult) accepting one of his/her responsibilities in one of four areas (i.e., home, car, work, or family). This picture should be given to the teacher for inclusion in a class mural.
6. Tell students to raise their hand when they find the one picture to be included in a class mural. While the rest of the class continues working, meet with each student individually, permitting him/her to describe the picture selected. Collect all pictures, categorize them by area, label and paste them on large pieces of butcher paper, newsprint or oaktag. Display in a prominent place in the room. Discuss. [Note: Pictures gathered in this lesson are thus used to make a class mural for display and individual booklets for each child.]
7. Use an opaque projector to show some of the pictures included in student booklets. Have the class identify the activity and responsibility associated with it. Have children discuss why it is important for parents to meet their responsibilities.

Enrichment Activities

1. **Interview.** Tell children to interview one of their parents about his/her responsibilities in one of the four areas discussed. Allow children to select (or assign) one of the four areas of responsibility. Tell students to report to the class what they discovered. A variation of this activity would be to invite some parents to visit the classroom to discuss responsibilities they have in one or more of the specified areas.
2. **Role Play.** Design a series of role play activities which deal with the nature of parental responsibilities. Use them to emphasize some of the difficulties that parents experience in attempting to meet their responsibilities. Situations such as those which follow can be used for this purpose.
   a. The boss tells your mother it is very important for her to work overtime this evening. But she promised to go to your school play. She calls you on the telephone to explain the situation. Show and say what each of you might do in this situation.

b. You want to watch a television program that begins at nine o'clock. Your father says that you need to go to bed. You must get up early to go to school the next day. Show and say what each of you might do in this situation.

c. You have learned to ride a bicycle. But you do not have one of your own. You ask your parents to buy you a bicycle. They tell you that they cannot afford it at this time. They must buy new tires for the car. Show and say what each of you might do in this situation.

For added impact, invite some parents to visit the classroom and act out these (and other) role play situations. With their help, discuss the difficulties that parents experience sometimes in trying to carry out their responsibilities.

HANDOUT SIX: Parents Have Responsibilities, Too!

Children are not the only ones who have responsibilities. Parents have responsibilities, too! Look at these four pictures. What responsibilities do they suggest that parents have?

LESSON SEVEN: Responsibilities Of Others In the Community

Overview

In Lesson Seven, students identify a number of different community workers and some of their special responsibilities. Its purpose is to broaden student understanding of the nature of responsibility by increasing student awareness of the variety of responsibilities assumed by various community workers. The lesson may serve as an initial examination of the responsibilities associated with various careers. The emphasis, however, should be that each worker in the community has a responsibility to perform a specific set of duties.

Objectives

At the completion of this lesson, the student should be able to:

1. name at least six different community workers and describe a specific responsibility related to each;
2. match a given community worker with the appropriate responsibility when given a list of responsibilities and community workers; and,
3. infer likely consequences of a community worker not meeting his/her responsibilities.

Suggested Procedures

1. Give a copy of Handout Seven to each student.
2. Read the instructions aloud. If deemed necessary, use the description of the first community worker as an example. Read the description and ask the class to identify the worker.
3. If students are able to read the handout easily, then:
   a. let them complete the exercise independently. [Note: This may be done as part of a large group activity or as independent seat work while other small group instruction occurs.]
   b. check the accuracy of student responses. Clarify those that are questioned.

   If students are unable to read the handout without assistance, then:
   a. read each of the descriptions aloud.
   b. pause after reading each one. Call on volunteers to identify the worker. Let students write in the name in the space provided.
4. After each community worker is identified correctly, divide students into a number of small groups (i.e., approximately two to three students per group). Assign one of the community workers from the list to each group. Ask students in the group to identify several special responsibilities of the assigned community worker.

Have students write these on large index cards. [Note: You may wish to laminate or cover the index cards with clear "contact" paper and save them for future use (e.g., learning center, game, etc.).]

5. Reassemble students as a large group. Have one student from each group read the responsibilities listed on the index card and ask the class to identify who the community worker is. As a concluding activity, encourage students to discuss what could happen if a community worker did not meet some of his/her special responsibilities.

Enrichment Activities

1. **Using Community Resources.** Invite some community workers to visit the classroom to explain what they do and what their responsibilities are. Permit students to help plan these experiences (e.g., helping to decide which community workers to invite; helping to prepare a list of questions to ask each community worker). It is important to choose speakers carefully to ensure that they are able to relate to and communicate with children effectively. Before coming to the class, each speaker should understand clearly the purpose of the visit and the extent to which students are familiar with his/her work and responsibilities. Share student questions with each speaker beforehand.

   Inviting speakers to the classroom provides an excellent opportunity to help children understand their responsibilities to the speaker. Encouraging students to write thank-you notes to the speakers is an example of this. In addition, the writing of thank-you notes can be used to develop important language arts skills.

2. **Using a Game.** Give each student a sheet of construction paper folded in half. Ask each student to select a community worker. Have the student list two or three of the responsibilities of the community worker selected on the outer side of the folded paper. Then have the student draw a picture of this person on the inside of the folded paper. Print the name (title) of the community worker below the picture. To avoid excessive duplication, have each student check with the teacher after selecting a community worker, but before beginning to write that worker's responsibilities or draw that worker's picture.

   The object of the game is to correctly identify a randomly-selected community worker using the responsibilities listed on the outer side of the folded paper. The game may be played by the entire class or by small groups of children. Game variations may be used depending upon the teacher and the class (e.g., points may be awarded for correctly identifying a worker; the teacher may wish to prepare the game cards; etc.)

3. **Creative Writing Activity.** Ask students to think of what each might like to be when he/she becomes an adult. Then have each write a short paragraph to explain the reasons for his/her choice and to describe the job and some of its special responsibilities. Permit students to use a library book if they need more information about this occupation. Collect student stories and put them on a bulletin board under the heading, "What We Want to Be When We Grow Up."
4. **Art and Writing Activity.** Ask (or assign) each student to draw a picture of a community worker and then write a short explanation of what the worker does and what some of the worker's responsibilities are. The teacher could prepare a large outline map of a hypothetical community (or the actual community) and put it on a bulletin board. Place student pictures and stories about community workers around the map and connect them to specific locations on the map with colored yarn. Put a proper heading above the map.

HANDOUT SEVEN:
Responsibilities of Others in the Community

All of us have responsibilities in our community. Community workers have very special responsibilities.

The stories on this page tell about different community workers. Do you know these workers? Read each story. Use the clues to tell who the community worker is. Then write the worker's name in the space at the end of the story.

WHO AM I?

Community Workers

A. Bus Driver

B. Construction Worker

C. Mechanic

D. Cashier

E. Letter Carrier

F. Judge

G. Police Officer

H. Doctor

I. Teacher

J. Lawyer

Clues

1. My uniform is blue. I carry a bag. I bring mail to your home no matter what the weather is like. I am a _____.

2. I use books and chalk. My special job is to help you learn to read, write and think. I am a _____.

3. I wear special clothes because I often get dirty in my work. I use many tools and keep them in a special box. I help to keep your car running well. I am a _____.

4. I sometimes wear a white coat. I check to see that you are healthy. If you are sick, I help you get better. I am a _____.

5. I can take you downtown or bring you to school. Sometimes I wear a uniform. I must drive very carefully when you are with me. I am a _____.

6. I wear a black robe. I use a special hammer called a gavel. I must make sure that the rules for the courtroom are followed. Most of all, I try to treat everyone fairly. I am a _____.

7. I help you when you come to the store. You pay me for what you buy. I use a machine with many buttons. I carefully put what you buy in a bag or box. I am a _____.

LESSON EIGHT: How Do You Feel About Responsibility?

Overview

In Lesson Eight, students are asked to select from a list of descriptive words those words which they associate with the concept of responsibility. This checklist activity not only provides an opportunity for students to clarify their feelings about responsibility but it also permits the teacher to assess the current status of these feelings.

Initially, students might have been expected to have had negative feelings toward the idea of "responsibilities." If the previous lessons have been successful, students should now recognize the positive aspects of responsible actions. Subsequent discussion is used to encourage students to articulate and explain their feelings about responsibility.

Objectives

At the completion of this lesson, the student should be able to:

1. describe how he/she feels about responsibilities; and,
2. tell why he/she feels the way he/she does.

Suggested Procedures

1. Give each student a copy of Handout Eight.
2. Read aloud the instructions at the top of the handout.
3. Read each word aloud and then use it in a sentence. For example, the teacher reads the word "important"—"Responsibilities are important." Provide time after each word for students to make their choices. [Note: It is recommended that the teacher read each word with the same voice inflection to avoid influencing student choices.]
4. List the words in the checklist on the chalkboard. Use a show of hands to record the number of students who circles each word.
5. Select those words which seem to have significance for the class (e.g., words most frequently selected; words over which a large difference of opinion exists.) Encourage students to state reasons for their choices. [Note: Elicit both points of view for each word discussed. Respect the right of students to refrain from stating an opinion.]

Enrichment Activities

1. **Creative Writing.** Have students close their eyes and think of how they feel about responsibility. Encourage them to express their feelings in writing, either in the form of a short story or a poem. Haiku or cinquain are two forms of poetry that should

work well here. Haiku is an ancient Japanese verse form which uses only 17 syllables. The first and third lines contain five syllables; the second line contains seven. Cinquain is a brief poem of five lines. The first line contains a one word title. The second line has two words which describe the title. The third line contains three words to express an action. The fourth line has four words which express a feeling. The fifth line is a one word synonym for the title. An example of each of these two forms of poetry is:

Rocks, some small, some large
Make mountains. Jobs, small and large,
When shared, make strong homes.

Duty
My jobs
Working very hard
Makes me feel good
Responsibility

2. **Making Student Booklets.** Help students make individual booklets which tell about responsibility. Ask them to collect magazine pictures or to make original drawings which show how responsibilities can be "important," "helpful," "difficult," and so forth. Allow for variances in opinion and for multiple selections. For example, a student may consider watching a younger sibling to be "important," "helpful" and/or "a bother." Title the booklets, "Responsibilities Are". As an added touch, take a photograph of each student. Have each student make a facial expression to show how he/she feels about responsibility. Encourage each student to put his/her picture on the last page of the booklet. Let students take these booklets home, display them on a bulletin board in the room or in the hallway, or make them available in a learning center where other students can examine them.

HANDOUT EIGHT: How Do You Feel About Responsibility?

How do you feel about responsibility? Circle the words in the list below to show how you feel. Be ready to tell why you feel this way.

Responsibilities are	
Important	Not For Me
Silly	A Bother
Helpful	Good
Difficult	Fair
Unfair	Easy
Useful	Not Needed

LESSON NINE: Who Is Being More Responsible?

Overview

Being able to recognize responsible behavior in everyday situations is a prerequisite to acting in a responsible manner. In Lesson Nine, students identify responsible actions in common situations and consider the consequences of acting irresponsibly in those situations.

Objectives

At the completion of this lesson, the student should be able to:

1. select the more responsible action from two possible behaviors related to a given, everyday situation.
2. infer the consequences of irresponsible actions in a given situation; and,
3. demonstrate approval of responsible actions in specific situations.

Suggested Procedures

1. Pass out a copy of Handout Nine to each student.
2. Read aloud the instructions provided in the handout. Check to insure that students understand these instructions.
3. After students have made their choices, ask students to describe briefly what is happening in each set of pictures. Have students reveal their choices of who is acting in the more responsible way. Discuss if students disagree.
4. Instruct students to draw a picture in each of the third blank boxes that shows what could happen as the result of the child's irresponsible behavior. Have them write a brief title or description for each picture they draw (e.g., "My picture shows . . .).
5. Call on several children to describe what they have drawn. [Note: You may wish to use an opaque projector for this purpose.] Ask children to tell why they think it is or is not better to act responsibly in each of the three situations depicted on the handout. Encourage students to explore the consequences of responsible and irresponsible behavior in other everyday situations.

Enrichment Activities

1. **Creative Expression.** Provide materials to enable each student to make a puppet out of a paper bag or an old sock. Divide students into small groups and ask them to prepare a skit using their puppets to show both responsible and irresponsible behavior. If students are unable to come up with an idea for their skit, the teacher could suggest one of his/her own or use one of the following.

a. You are playing with some friends. The factory whistle blows (or you look at your watch, or someone comes by and tells you the time) and you know it is the time your mother told you to come home. But, you are having so much fun!

b. You take your brother's favorite toy car to school. While you and your friend are on the way home from school, you drop it on the sidewalk. The car gets cracked and a wheel comes off. Your brother will be very upset if he finds out, but he doesn't know that you took the car.

c. There is a new person in your room at school. He/she has just moved to your community and doesn't know anyone yet. You notice that he/she is sitting alone in the lunchroom.

d. Your mother asked you and your sister to go to the store after school to buy milk. While at the store, you see a toy you would really like to have. You have just enough change to buy it, but your mother told you to bring all of the change home.

Have students use their puppets to act out the skit showing irresponsible behavior first. Then have the class discuss what they saw and suggest ways that the puppets could act in a responsible manner. Following discussion, have students use their puppets to show responsible behavior.

2. **Observation.** Tell students they are to act as observers during a specified length of time, such as a day. Explain that they are to be "on the look-out" for people — children and adults — who are acting responsibly and irresponsibly. Instruct each student to try and find at least two examples of each kind of behavior.

   At the end of the specified period of time, have students report on what they found. One way to do this is to have students write down both sets of observed examples on a piece of paper. Tell students to fold the paper and exchange it several times with other members in the class. Then have students report to the class the examples listed on the paper they have. Examples may be written on the chalkboard and students could be asked to suggest possible consequences for each example. [Note: It is important that students avoid naming the persons observed, especially those who were said to be acting irresponsibly. The writing activity and exchange of papers suggested above may help to minimize the tendency children will have to disclose the identities of those individuals who were observed.]

3. **Using Filmstrips.** It is not always easy for children to recognize or decide what responsible behavior consists of in a given situation. The following filmstrips focus on these realities. Designed for use with primary-age children, these filmstrips provide

realistic situations which raise important questions about the nature of responsibility.

"Noisy Nancy Norris" tells the story of a little girl in an apartment. She encounters difficulty with her parents, neighbors and the apartment building owner when she plays in inappropriate ways in the apartment building. How the situation develops, the consequences of Nancy's behavior and the way in which Nancy's problems are resolved provide important perspectives for helping children understand better the nature of responsibility. This excellent 13-minute film-strip is available from Guidance Associates (1967).

The "First Things: Values" filmstrip series produced by Guidance Associates contains several filmstrips that may be useful in a unit on responsibility. Based on the research of Lawrence Kohlberg, the series provides primary-age children with a number of moral dilemmas related to behavior. Two color filmstrips are provided for each title in the series, "You Promised!", "But It Isn't Yours," "That's No Fair!", "The Trouble With Truth," and, "What Do You Do About Rules?". Each of the filmstrips is approximately six minutes in length. Care is needed when deciding which filmstrips are suitable for use with a particular group of students. A discussion guide book is provided with each series title. It contains a summary of as well as the actual script, discussion questions, teaching suggestions, and an explanation of the theory upon which the filmstrip series is based. [Note: For those who wish to become more familiar with Kohlberg's theory, the following sources should be helpful: article by Lawrence Kohlberg in **Phi Delta Kappan** (June, 1975); articles by Edwin Fenton and Jack Fraenkel in **Social Education** (April, 1976 and January, 1977); books by Ronald Galbraith and Thomas Jones, **Moral Reasoning** (Greenhaven Press, 1976) and Richard Hersh, Diana Pritchard Paolitto, and Joseph Reimer, **Promoting Moral Growth** (Longman, 1979).]

HANDOUT NINE: Who Is Being More Responsible?

What does it mean to be more responsible? Can you tell when someone is not being responsible? Look at each set of drawings. Put an "X" in the box to show which child is acting responsibly in each of the situations.

LESSON TEN: What If People Didn't Follow Rules?

Overview

When a family, school, or community reaches consensus on responsible behaviors for given situations, they frequently make rules (or laws) to communicate these behaviors. Thus, rules (and laws) help us to know what our responsibilities are. They provide that, in a given situation, a particular behavior is more appropriate (or responsible) than any other.

In Lesson Ten, students examine a series of hypothetical situations involving rules and responsibilities. They are designed to help students clarify the relationship between rules and responsibilities and to consider the consequences of not obeying specific rules.

Objectives

At the completion of this lesson, the student should be able to:

1. predict the consequences of not following the rules in specified situations;
2. accept rules as a way of codifying responsibilities; and,
3. describe the relationship between responsibilities and rules.

Suggested Procedures

1. Give a copy of Handout Ten to each student.
2. Have a student (or the teacher) read aloud the first rule and situation. Call on students to tell:
   a. some of the responsibilities involved in owning a dog;
   b. how some of these responsibilities could be shared?
   c. why a rule like this might have been made;
   d. what Barbara's responsibility is; and,
   e. what could happen if Barbara did not follow this rule.
3. Either follow a similar procedure for each of the remaining situations or use them to develop role play scenarios. [Note: Whichever approach is used, emphasize how rules help us to know what our responsibilities are and what could happen if we do not meet these responsibilities. Point out that all people have responsibilities — at home, at school, at work, at play, and/or in the community.]
4. Ask students to identify other ways (in addition to rules and laws) that we learn what our responsibilities are (e.g., other people tell us; other people show us; what we read in books; what we learn in Church School; etc.).

Enrichment Activities

1. **Listening and Oral Communication Activitiy.** Divide the class into pairs. Tell students that they are to share some information about responsibility. First, one of them is to tell the other about the two most important responsibilities that he/she has at home. Next, he/she will tell why these responsibilities are so important and what would happen if he/she did not carry out these responsibilities. Then the process is reversed with the other student telling about these things. When students have finished sharing their information, the teacher can call on children to tell the class one important responsibility that their partner has in his/her home. [Note: If privacy is a concern, the teacher could meet individually with students.] The teacher can use this activity to determine how well students are able to demonstrate listening and oral communication skills. The teacher could ask himself/herself such questions as: "How well did the student listen to his/her partner's story?"; "How well did the student communicate the important ideas, both in the initial telling and in the subsequent relating?; and, "How accurately is the student able to remember and repeat what he/she has been told?"
2. **Art Activity.** Have students fold a sheet of art paper in half. Each student should select one responsibility to illustrate (e.g., from the home, at school, at play, in the community). Draw a picture on left-hand side of the paper showing a person carrying out this responsibility. Then have students exchange papers with another student. Each student now tries to interpret the responsibility illustrated and then draws a picture on the right-hand side of the paper which shows a likely consequence of that action. Next have students return papers to their original owners and sit together in small groups to discuss the two pictures. Call on a few pairs to share their pictures (an opaque projector may be useful for this purpose) and describe what they show. As an added variation, others may be called upon to identify what is happening in another group's pictures. Display the pictures drawn by all students on a bulletin board or make them available in a learning center area.
3. **Creative Writing Activity.** Write the following items on the chalkboard: "What would happen if: (a) everyone remembered to bring in a note from home except one person; (b) someone forgot to feed the pet in the room; (c) your friend didn't have a pencil to use today; (d) the cooks didn't have enough food left to feed your class; (d) the teacher took everyone's job in the class away from them; (e) one student decided not to allow anyone else to play with the kickball at recess." Have students select one of these and write a short story about it. Call on different students to read their story to the class. Discuss.

HANDOUT TEN: What If People Didn't Follow Rules?

Rules help us to know what our responsibilities are. But sometimes we do not follow rules. Sometimes we do not do what we are supposed to do.

Read each of the rules on this page. Think of how they help people to know what their responsibilities are. Be ready to tell what could happen if people did not follow these rules.

1. **Rule: Feed the dog every day.** Barbara was very happy when her parents agreed to let her have a dog. She promised to help feed the dog every day. After a few weeks, Barbara found that this was a bother. There were other things that she wanted to do.

   Question: What do you think could happen if Barbara did not follow this rule?

2. **Rule: Do the laundry.** The Hansens have two children. Sally is 16 years old and Bobby is 14 years old. All of the Hansens take turns doing the laundry. Each member of the family — Mr. Hansen, Mrs. Hansen, Sally and Bobby — agree to do the laundry for one month at a time. It is not one of their favorite jobs.

   Question: What do you think could happen if Mr. Hansen decided not to do the laundry the month he was supposed to wash the clothes?

3. **Rule: We work quietly at school.** Beth and Carol are good students. They are also good friends. They enjoy talking with each other. Sometimes they find this rule is hard to follow.

   Question: What could happen if Beth and Carol did not follow this rule?

4. **Rule: Deliver the mail every day, Monday through Saturday.** Mr. Curtis works for the Post Office. He delivers mail to the homes of many people. But there are some days when he does not like delivering the mail.

   Question: What could happen if Mr. Curtis decided not to deliver the mail on Mondays and Tuesdays?

5. **Law: Speed limit — 20 miles per hour in a school zone.** Mrs. Webb is in a hurry. She doesn't want to be late for her doctor's appointment. To get to the doctor's office she must go by an elementary school.

   Question: What could happen if Mrs. Webb decided not to follow this law?

LESSON ELEVEN: How Responsible Am I?

Overview

Self-assessments can be an effective means for students to identify areas where they accept (or fail to accept) responsibility. Lesson Eleven personalizes the notion of responsibility by providing an opportunity for students to assess the extent to which they are acting in a responsible manner. It is designed to help students recognize specific situations where they are acting in a responsible manner and other situations where they may need to modify current behavior in order to act most responsibly.

Objectives

At the completion of this lesson, the student should be able to:

1. name specific ways in which he/she acts in a responsible manner;
2. suggest changes in his/her behavior which will enable him/her to become a more responsible person; and,
3. demonstrate a willingness to replace irresponsible behavior with responsible behavior.

Suggested Procedures

1. Distribute a copy of Handout Eleven to each student.
2. Copy the sample item on the chalkboard. Explain what each choice means. For example:
   a. I hang up my clothes most of the time means that I do this almost every day.
   b. I hang up my clothes some of the time means that half of the week I hang up my clothes and half of the week I do not do this.
   c. I never hang up my clothes means that I leave my clothes wherever I take them off.
3. Provide the opportunity for students to answer the sample item independently. Take a hand count and discuss student responses. [Note: This procedure is recommended especially when it appears that students are confused either about the choices or the procedure.]
4. While it may be possible for students to complete the self-assessment by working independently at their desks, it is recommended that the teacher read each item aloud (at least for the first five items) and orally state the choices available in complete sentences in a manner similar to that used for the sample item.

5. Select (or have the student select) a few items to discuss. Call on volunteers to share and discuss their responses. [Note: Because of the nature of this task, some children may not wish to respond orally. It is strongly recommended that the teacher avoid pressuring students to respond.]
6. As a concluding activity, ask students to circle the numbers of three sentences they feel describe areas in which they need to improve most. Pose the question, "What could you do to help yourself become a more responsible person?" Leave openended or discuss in general terms.

Enrichment Activities

1. **Art Activity.** Students may notice that there are some areas on the checklist that create problems for them. They may have difficulty remembering a particular responsibility. Point out how signs are used to help people remember their responsibilities and suggest that each student make his/her own special "responsibility sign" to hang in an appropriate place to remind him/her of an important responsibility. Examples might include: "Slow, Toy Crossing" to remind students to pick up their toys when they are finished playing with them; "Quiet Zone" to remind them not to make noise while the baby is sleeping; "No Parking After 8:00" to be posted near the television to remind them to get ready for bed; picture of a pet to remind them to feed their pet; or, a picture of a towel and a bar of soap posted near the kitchen to remind them to wash their hands before eating.
2. **Self-Assessment Activity.** Build on the potential in Handout Eleven by providing an opportunity for the students to individually rate their performance as responsible people. Tell children to award themselves ten points for each "most of the time" they checked, five points for each "some of the time" they checked, and no points for each "never" they checked. Have each student add up his own score. Then have the student compare his score to the following (or similar) scale: 125-150 = Excellent; 100-124 = Good; 75-99 = Could be Better; 50-74 = Needs Improvement; and, 0-49 = Get Busy!
3. **Self-Improvement Activity.** Provide an opportunity for the students to devise individual plans to help themselves improve in areas they identified as needing improvement. Suggest several possibilities and meet individually with students to help them select a method suited to their own situation and capabilities. One example might be the use of a chart similar to that suggested in Lesson Three, Enrichment Activity One. This activity provides the teacher with an excellent opportunity to give individual counseling to his/her students.

4. **Game.** The following game can be used with the entire class or with a small group of students. To play the game, the teacher needs to prepare a series of cards, each of which contains a specific responsibility. All children who wish to participate in the game are then given three cards, one with a large "H" for home, a second with a large "S" for school, and a third with a large "C" for community. The teacher (or a designated student) reads one of the responsibility cards and students hold up the letter or letters to show where they think the responsibility exists. Students are awarded one point for each correct answer. Use as many game cards as desired.

HANDOUT ELEVEN: How Responsible Am I?

Here are some sentences about responsibility. How often do you do each of these things? Put an "X" in the right box for you.

SAMPLE:

I AM RESPONSIBLE	Most of the time	Some of the time	Never
I hang up my clothes			

Most of the Time means that I do this almost every day.
Some of the Time means that half of the week I do this and half of the week I don't.
Never means that I do not do this at all.

I AM RESPONSIBLE	Most of the time	Some of the time	Never
1. I take care of my things.			
2. I get to places on time.			
3. I ask before I use something that isn't mine.			
4. I listen when others talk.			
5. I tell the truth.			
6. I finish my work at school.			
7. I remember to give notes and messages to others.			
8. I try to solve problems without fighting.			
9. I follow the rules when I play games.			
10. I follow traffic rules.			
11. I wait my turn in line.			
12. I put toys and games away when I'm finished with them.			
13. I share with others.			
14. I treat other people the way I like to be treated.			
15. I keep promises.			

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